



Gifted and Talented Student Growth Goal Guidance

Kentucky Department of
Education

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Student Growth Goal Guidance for Gifted Education Teachers

Gifted Education Teachers work in a variety of settings that vary by individual school district. These teachers may collaborate with classroom teachers or instruct independently in a pull-out or self-contained model. In addition to using the Kentucky Core Academic Standards, teachers of gifted students may also follow the National Association for Gifted Children Programming Standards. As teachers develop student growth goals, teachers may use enduring skills from either set of standards as appropriate to the instructional setting.

Student Growth Goals (SGG) for Gifted and Talented students measure student progress and mastery of enduring skills and standards over time (a year or a course). The SGG process accounts for growth for all students, including students who are gifted and talented. Also, it is important to remember that multiple sources of evidence should be used when measuring student growth over time.

The process all Kentucky teachers will follow when developing a Student Growth Goal and access to all the needed supporting documents can be found on the Student Growth page of this Kentucky Department of Education web link:

<http://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Student-Growth-Page.aspx>

Whenever possible the Gifted Education Teacher should align his/her goal for students of the same grade, interest, ability, or need with the Kentucky Core Academic Standards and/or National Association of Gifted Children Programming Standards. The SGG is built on the baseline performance and needs of the group of students taught.

General Approaches

The SGG for gifted and talented students should be based on KAS standards, NAGC standards, continuous progress data, and other academic information and sources of evidence appropriate for the interests, needs, and abilities of the students. Gifted Education Teachers, in consultation with their evaluator, will select the approach that most accurately describes their teaching practices across the school day and addresses a priority need. Since Gifted Education Teachers provide instruction in a variety of settings to students with a broad spectrum of cognitive and affective needs and abilities, there are some basic approaches to establishing an SGG.

1. Resource Services:

The Gifted Education teacher works directly with gifted students in a resource setting and does not co-teach with a regular education teacher. A Gifted Education teacher using this approach may choose from one of the following:

Pull out –

The Gifted Education teacher provides a part-time grouping of students with gifted characteristics based on the interests, needs, and abilities of the students. It is designed for accelerated KAS, special interest groups, process skills development or various combinations of all. In this model, the Gifted Education teacher should review the KAS standards, NAGC standards, continuous progress data, and other academic information and design an SGG for the targeted pull out group. The Gifted Education Teacher should monitor student progress using base line data, established rubrics, formative and summative assessments.

- Select one pull out setting to set an SGG for cognitive and/or affective needs and abilities.
- Ensure the SGG is based on the enduring skills/learning from the KAS standards and/or NAGC standards. (Consult resources for GT Enduring Skills Examples;

Seminar –

The Gifted Education teacher provides discussion-based sessions on specific topics focusing on advanced content and higher level process skills. In this model, the Gifted Education teacher should review the KAS standards, NAGC standards, continuous progress data, and other academic information and design an SGG for the targeted seminar. The Gifted Education Teacher should monitor student progress using base line data, established/ collaboratively rubrics, formative and summative assessments.

- Select one seminar setting to set an SGG for cognitive and/or affective needs and abilities.
- Ensure the SGG is based on the enduring skills/learning from the KAS standards or NAGC standards.

Enrichment –

The Gifted Education teacher provides exposure to new ideas, skills, and concepts that extend beyond the regular curriculum, such as an extension of the regular curriculum that goes more broadly and deeply into what has been introduced. This includes concept development that explores more fully the meaning and implications introduced in the regular curriculum. In this model, the Gifted Education teacher should review the KAS standards,

NAGC standards, continuous progress data, and other academic information and design an SGG for the targeted enrichment group. The Gifted Education Teacher should monitor student progress using base line data and established rubrics.

- Select one enrichment group setting to set an SGG for cognitive and/or affective needs and abilities.
- Ensure the SGG is based on the enduring skills/learning from the KAS standards or NAGC standards.

Consortium –

The Gifted Education teacher implements a part time collaborative grouping of students from multiple schools or districts to provide appropriate services for gifted and talented students based on interests, needs, and abilities. In this model, the Gifted Education teacher should review the KAS standards, NAGC standards, continuous progress data, and other academic information and design an SGG for the targeted consortium. The Gifted Education Teacher should monitor student progress using base line data and established rubrics.

- Select one consortium or group to set an SGG for cognitive and/or affective needs and abilities.
- Ensure the SGG is based on the enduring skills/learning from the KAS standards or NAGC standards.

2. Regular Classroom:

The Gifted Education teacher works with gifted students but in a collaborative setting and coteaches with a regular education teacher. A Gifted Education teacher using this approach may choose from one of the following:

Collaboration –

The Gifted Education teacher who collaborates as part of a grade level or KAS team for all classes or for part of the day (co-planning, instructing, and assessing) shares the SGG for one class with one teacher with whom he/she collaborates. In this model, the Gifted Education teacher and the regular educator should review standards and data together and agree upon an SGG for the targeted gifted students in the class they co-teach. They should monitor student progress together and both are responsible for the academic achievement of gifted students serviced in that particular area.

- In the case in which a Gifted Education teacher provides services in a variety of gifted areas, he/she should select an SGG in the appropriate area of gifted identification.

Self-contained –

The Gifted Education teacher who provides gifted services in a resource room and does not collaborate with a regular education teacher, should base the SGG for his/her students on similar KAS and sources of evidence appropriate for each area of gifted identification. A Gifted Education teacher using this approach may choose from one of the following:

Select one grade level to set an SGG for the area of gifted identification and ensure the SGG is based on the enduring skills/learning from NAGC standards or KAS standards. OR

- Review the NAGC standards or KAS standards for each of the grades represented by their students and set a broad SGG based on a relevant enduring skill or enduring learning that apply to all of the gifted students, across multiple grade levels.

Virtual Classroom –

The Gifted Education teacher who provides services to students or consultation to general classroom teachers for the Virtual Classroom will create an SGG based on criteria for credit completion.

Special schools –

The Gifted Education teacher who provides gifted services in a special school setting should base the SGG for his/her students on similar KAS and sources of evidence appropriate for each area of gifted identification. A Gifted Education teacher using this approach may choose from one of the following:

- Select one grade level to set an SGG for the area of gifted identification and ensure the SGG is based on the enduring skills/learning from National or State standards.

OR

- Review the NAGC or KAS standards for each of the grades represented by their students and set a broad SGG based on a relevant enduring skill or enduring learning that applies to all of the gifted students across multiple grade levels.

Resources

- [Kentucky Core Academic Standards](#) – The Kentucky Academic Standards contain the minimum required standards that all Kentucky students should have the opportunity to learn before graduating from Kentucky high schools. The standards address what is to be learned, but do not address how learning experiences are to be designed or what resources should be used.
- [Pre K – Grade 12 Gifted Programming Standards](#) – The *Pre-K-Grade 12 Gifted Education Programming Standards* were developed with input from a variety of stakeholders. The standards increase the focus on diversity and collaboration – two powerful principles that guide high quality programs and services. The standards use student outcomes for goals, rather than teacher practices, keeping them in line with the thinking in education standards generally. Because these standards are grounded in theory, research, and practice paradigms, they provide an important base for all efforts on behalf of gifted learners at all stages of development.
- [National Association of Gifted Children](#) - group which supports the education and services of gifted and advance students through advocacy and learning opportunities.
- [Framework for 21st Century Learning](#) – resources, information about advocacy and global education with innovative support systems to help students master the multidimensional abilities required of them in the 21st century and beyond.
- [Kentucky Department Education Gifted Resource Webpage](#) – regulations, brochures and other resources
- [Kentucky Association of Gifted Education](#) - advocacy group in Kentucky which supports the education and services of gifted students, parents, educators and administrators.
- [Professional Growth and Effectiveness Website](#) – use the PGES icon for most current resources
- [Kentucky Virtual Campus](#) - program of the Kentucky Council on Postsecondary Education (CPE), which coordinates change and improvement in Kentucky's postsecondary education system as directed by the Kentucky Postsecondary Education Improvement Act of 1997. Program offers many on-line courses for postsecondary credit.

Tools

- [Rubistar](#) – website with sample rubrics, database of created rubrics, tools to create rubrics

Sample Gifted Student Growth Goals (SGGs) – 2014-2015

The following are examples of the structure of SGGs for various scenarios regarding areas of giftedness. The SGG should be individualized to meet the needs of a specific group of gifted students. Targets within the goal are determined by the students' baseline data. Goal Criteria

From CEP	SMART
<p>The goal:</p> <ul style="list-style-type: none">-Is congruent with Kentucky Core Academic Standards and/or National Association of Gifted Children (NAGC) Program Standards appropriate for the grade level, interest, need or ability for which it was developed.-Represents or encompasses an enduring skill, process or concept that students are expected to master by taking a particular course (or courses) in school.-In order to maintain fidelity, the GT teacher should use district or school-wide rubrics for assessing skills student skills. However, there may be instance in which a GT teacher is assessing skills that are unique to their program or instruction. In this instance, the teacher should develop a rubric aligned to KAS or NAGC standards.	<p><i>Specific</i> – the goal is focused on a specific area of student need within the content.</p> <p><i>Measurable</i> – the goal will be assessed using an appropriate instrument.</p> <p><i>Appropriate</i> – the goal is standards-based and directly related to the responsibilities of the teacher.</p> <p><i>Realistic</i> – the goal is doable, while rigorous, stretching the outer bounds of what is attainable.</p> <p><i>Time-bound</i> – the goal contained to a simple school year/course.</p> <p><i>*Note that analysis of pre-assessment data is needed to truly determine if the goal is SMART.</i></p>

<p style="text-align: center;">Math (example for Pull-Out)</p> <p>This school year, my 4th grade students who have been formally identified as Gifted and Talented in the area of Specific Academic Ability: Math will use the 8 Standards for Mathematical Practice to develop their understanding of the meanings of multiplication and division. This will be demonstrated by growth of at least one level on the fourth grade district Student Growth Goal math rubric. Furthermore, at least 65% of my students will reach proficiency by reaching level 7 or higher on the rubric.</p> <p>*Please note – Level 4 is the regular classroom 4th Grade Proficiency Target</p>	<p style="text-align: center;">Oral Presentation Skills for Multiple GT Areas (example for Pull-Out)</p> <p>This year, the students in my 4th grade Gifted and Talented leadership class will demonstrate measurable growth in oral presentation skills. All students will improve by a least one performance level in three of the four sub-skills areas on the oral presentation rubric. 75% of my students will achieve a proficiency rating on the rubric.</p>
<p style="text-align: center;">ELA (example pull-out)</p> <p>By the end of the 2014-15 school year, 4th/5th grade pull out GT students will make measurable progress in using digital media and visual displays to enhance presentations and communicate effectively. Each student will improve their performance by one or more levels as evidenced by the district 4th/5th ELA rubric. At least 80% will score proficient in 2 or more areas.</p>	<p style="text-align: center;">Social Studies</p> <p>For the current school year, all of my students will make measurable progress in historical argumentation and appropriate use of relevant historical evidence. All students will move up at least 1 level and 75% of students will achieve at the 3 or higher level on the reading/research and development areas of the LDC Argumentation Rubric.</p>
<p style="text-align: center;">Pullout / Enrichment – Odyssey of the Mind Sample</p> <p>Student Growth Goal: During the school year, the 6th-8th grade students with high interest and ability in creativity will demonstrate growth in personal competence and dispositions for exceptional creative productivity. Each student will improve by at least one performance level in two or more areas of the teacher created rubric aligned to the NAGC standards/student outcomes. Furthermore, 50% will show mastery by reaching level 3 or higher on the rubric.</p>	<p style="text-align: center;">Math</p> <p>During this school year, my 7th grade students will use the 8 Math Practices to further their understanding of proportional relationships. This will be demonstrated by growth by at least one level on the rubric (from the repeated common assessments) developed by the district Math PLC. Furthermore, 70% of my students will show mastery by reaching level 4 or higher on the rubric.</p>
<p style="text-align: center;">Creativity – Pullout/Enrichment KUNA Sample</p> <p>Student Growth Goal: During the school year, 9th-12th grade students with high interest and ability in creativity, leadership, or social studies will demonstrate growth in multicultural competence for communicating, teaming, and collaborating with diverse individuals and across diverse groups. Each student will improve by at least one performance level in two or more areas of the teacher created rubric aligned to the NAGC standards.</p>	<p style="text-align: center;">Pullout / Enrichment – Creativity Workshop Sample</p> <p>Student Growth Goal: During the school year, the 6th-8th grade students with high interest and ability in creativity will demonstrate growth in personal competence and dispositions for exceptional creative productivity. Each student will improve by at least one performance level in two or more areas of the teacher created rubric aligned to the NAGC standards/student outcomes.</p>
<p style="text-align: center;">Visual Arts (pull-out or consortium)</p> <p>During the 2014-2015 school year, students with high interest and ability in the Visual Arts will demonstrate growth in their ability to create a work of art that communicates a meaning. Each student will improve by at least one performance level in two or more areas of the district Visual Arts Rubric. 80% of students will perform at the Level 3 on two or more areas of the rubric.</p> <p><i>(This pull-out and/or consortium group will participate in the visual arts process and phases for an art exhibit series. This process includes applications, drafting, critiques, and analysis of work, judging and exhibiting work for viewing.)</i></p>	<p style="text-align: center;">Science</p> <p>For the 2014-15 school year, all 5th grade GT students will make measurable progress in each of the NGSS standards related to Engineering, through scientific inquiry processes. Each student will improve by one or more levels on the science assessment rubric in the areas of: defining the engineering problem, developing possible solutions (hypotheses), testing solutions to optimize the design (investigative design), and data analysis.</p> <p>80% of my students will demonstrate mastery by reaching a level 4 (Mastered Level) on at least 3 of the 5 components of the NGSS Science rubric.</p>

English-Language Arts

For the 2014-15 school year, all middle school GT students will improve their ability to present claims and findings through oral presentations skills. Students will improve their performance by one or more levels on district ELA rubric.

70% of my students will demonstrate mastery by reading a level 4 (Mastered Level) on at least 3 of the 5 components of the ELA rubric.

Enduring Skills Template

Initial List for _____ (Content Area)

Kentucky Dept. of Education

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Enduring Skill	Reference to NAGC Standards/ Student Outcomes	What does Mastery Look Like for the Targeted Enduring Skill?	Sources of Evidence: What is available or needs to be developed?
Demonstrate personal and social responsibility.	Standard 4: Learning Environments Student Outcome 4.1 Student Outcome 4.2 Student Outcome 4.3		
Demonstrate multicultural competence.	Standard 4: Learning Environments Student Outcome 4.4		
Demonstrate interpersonal and technical communication skills.	Standard 4: Learning Environments Student Outcome 4.5		
Demonstrate leadership in the 21st century	Standard 4: Learning Environments Student Outcome 4.3		
Explore and evaluate talent development pathways in order to inform future career goals	Standard 1: Learning and Development Standard 4: Learning Environment Standard 5: Programming Student Outcome 1.4 Student Outcome 1.8 Student Outcome 4.1 Student Outcome 5.7		